**Structured Small Group Program Template**

**Title**

Rising Up

**Goal/ Purpose**

The Purpose this group is to work on social skills to improve verbal and non-verbal communication skills that may enable elementary students to improve in their abilities to; read social cues and identify another's perspective, make eye contact and greet peers appropriately, initiate and maintain conversation with peers, take turns, share with peers, identify and verbalize feelings, deal with negative feelings and peer teasing, and make connections between feelings, thoughts, and behaviors.

**Population**

The group is for students ages 5- 8, who need to build skills in peer relations, social interactions, communications, and feelings. This group will be a mixed group of male and female students within the school setting. This group will be 6-8 students. These students come from a low academic status economic environment.

**Rationale/ Need**

The needs will be assessed by a questionnaire given to the teachers and parents that will assess the social need/skills of the students. The counselor will also look at the behavior report of the students who seem to have the highest need.

Survey : Social Skills Inventory (see attached)

*A needs assessment is conducted in 4 stages:*

1. ***Planning –*** *The Social Skills Inventory will be given to the teachers regarding students who could be a candidate for social skills group therapy. The students selected will be male and female students age 5-8.*
2. ***Collecting data –****Once all the surveys are gathered and assessed the students’ behavioral report will also be analyzed.*
3. ***Analyzing the data -****The PD will place the information gathered in a chart to see what percentage of the students are candidates for group social skill counseling.*
4. ***Compiling a report -*** *In the final phase, the PD completes a report with four sections: the purpose, the process (e.g., how the assessment was carried out and who was involved), the results (quantitative charts and graphs and qualitative narrative), and recommendations including the identification of goals.*

*The type of need identified in a needs analysis may be one of six types of educational needs (Burton & Merrill, 1991):*

***Felt need*** *– Due to the economic status of most of the families in the school the administration deemed that a social skills group would be beneficial for the students to have better peer relationships.*

**Theoretical Orientation**

For this group the counselor will provide Behavioral Theory to assist clients with their social skills improvement. The Behavioral theory focuses on an event which causes and reaction related to the belief system. This then causes an emotional consequence. Throughout this group the members will look at how their beliefs affect their actions. They members will look at making positive decisions or changing their behavior by looking at what they can do before the react. Play therapy will also be used towards the end to incorporate positive peer interactions and social skills.

**Ethical, Legal, and Multicultural Issues**

There are many different ethical, legal and multicultural issues that come up during group sessions. It’s important to first have informed consent but the student’s parents. It’s important to keep the group confidential and let the students know that it cannot be breached. Ethical and legal rights are extremely important for a successful group. A Counselor can share limited information with the students’ teacher, but not with other students parents. These guidelines are here to protect the students and to provide no further harm.

Multicultural issues arise throughout many sessions. The counselor should be aware of the population of students that she is working with. Asking the students their own beliefs and background can be beneficial to the counselor.

**Recruitment and Screening**

There will be letters sent to parents, and teachers regarding students who have difficulty with social skills. A Social skills survey will also be provided to the students once the letters are returned to the counselor.

**Structure**

This group will be a closed group of six sessions completed within six weeks. Based on Group research each session will last for twenty minutes during the student’s resource period. This will be offered three times within the school year. The group session will be located in the group room located across from the School counselor office. The room offers a table with chairs, book shelf, a toy shelf, and music player.

**Core ASCA Standard(s)**

A1.a Have primary obligation to the students who are treated with respect and dignity who are treated as unique individuals

A1.b. Are concerned with the educational, academic, career, personal and social need and encourages the maximum development of every student.

A1.c. Respect students values, beliefs, and cultural background, and do not impose the counselors’ personal values on the student or their families.

**Core VA State Academic Standard(s)**

EA1. Understand the expectation of the educational environment.

EA6. Use appropriate communication skills to ask for help when needed.

EA8. Work cooperatively in small and large groups towards a common goal.

**Objectives**

The student will increase in positive communication skill and peer relations. They will be able to express feelings in an appropriate manner. They will interact appropriately with peers and teacher within the classroom.The students will handle frustrating situations but expressing how they feel appropriately. They students will be able to cooperate and get along with peers during high intensity times such as recess and resource. Thestudent will improve verbally skills to express feelings and communicate appropriately by 20%. The student will be able to show appropriate peers relations especially during recess, lunch, and resource 4 out of 5 times.

***1. Performance****- The student will increase in positive communication skill and peer relations. They will be able to express feelings in an appropriate manner. They will interact appropriately with peers and teacher within the classroom.*

***2. Conditions****- The students will handle frustrating situations but expressing how they feel appropriately. They students will be able to cooperate and get along with peers during high intensity times such as recess and resource.*

***3. Criterion****- The student will improve verbally skills to express feelings and communicate appropriately by 20%. The student will be able to show appropriate peers relations especially during recess, lunch, and resource 4 out of 5 times.*

***Goal:*** *This group is designed for the purpose of students ages 5-8 to develop and use appropriate social skills to increase peer relations and communicate effectively. Through positive peer relations and communication the student will be able to communicate and interact more appropriately with the teacher, assignments and peers within the class. Students will develop better conflict resolution skills.*

***Skill/Step 5:*** *You tube video about social skills.*

***Questions to assist in developing an objective:***

1. ***Performance:*** *The student will increase in positive communication skill and peer relations. They will be able to express feelings in an appropriate manner. They will interact appropriately with peers and teacher within the classroom.*
2. ***Conditions:*** *The students will handle frustrating situations but expressing how they feel appropriately. They students will be able to cooperate and get along with peers during high intensity times such as recess and resource.*
3. ***Criterion:*** *The student will improve verbally skills to express feelings and communicate appropriately by 20%. The student will be able to show appropriate peers relations especially during recess, lunch, and resource 4 out of 5 times.*

***Objective 5.1****: Having identified the instructional activity and having been given a list of online media choices and a media evaluation rubric, students will select the most appropriate media for the instructional material in the online learning module.*

**Program Evaluation**

To appropriately evaluate if the objective was effectively met the counselor would do a pre and post test through the social skills inventory. The counselor will then analyze the data and present it in a percentage form to show increase or decrease. The counselor will also look at the bx report before and a month after the group has ended. The counselor will also observe the students to see their progress.

**Session 1**

**Title:** Caring for Others

**Brief Summary of Session:** Introduction to group. Therapeutic book *When I care about Others*~~,~~ Spelman, Cornelia. Group discussion regarding being a good friend and caring. Worksheet- Feelings and Friends. The students will also be given play dough after the worksheet is complete.

**Theoretical Orientation:** The primary theory used in this session is the Behavior Theory. This theory focuses on changing the behavior through processing through the action. Play therapy will be used secondary to initial positive social skills interaction between peers.

**Specific Group Technique:** Verbal discussion and processing. Therapeutic book. Role play by active listening to the worksheet story, and play therapy with play dough.

**Duration:** 20Minutes

**Materials/ Media:** Therapeutic Book, worksheet, pencil, play dough.

**Core ASCA Standard(s):**

A1.a Have primary obligation to the students who are treated with respect and dignity who are treated as unique individuals

A1.b. Are concerned with the educational, academic, career, personal and social need and encourages the maximum development of every student.

A1.c. Respect students values, beliefs, and cultural background, and do not impose the counselors’ personal values on the student or their families.

**Core State Academic Standard(s):**

EA1. Understand the expectation of the educational environment.

EA6. Use appropriate communication skills to ask for help when needed.

EA8. Work cooperatively in small and large groups towards a common goal.

**Objectives:** The student will increase in positive communication skill and peer relations. They will be able to express feelings in an appropriate manner. They will interact appropriately with peers and teacher within the classroom.The students will handle frustrating situations but expressing how they feel appropriately. They students will be able to cooperate and get along with peers during high intensity times such as recess and resource. Thestudent will improve verbally skills to express feelings and communicate appropriately by 20%. The student will be able to show appropriate peers relations especially during recess, lunch, and resource 4 out of 5 times.

**Assessments**: The counselor will look at the behavioral report of the student before and compare the after report. The counselor will also provide the student with a questionnaire to assess their own improvement of skills. The counselor will also provide observation test during the group session.

**Procedures/ Instructional Strategy:**  The counselor will open the session with discussing/assessing the students feelings and any situations that happened that day. The Counselor will then read the book *When I care about others,* by Cornelia Spelman. After reading the book to the group the counselor will process the book and what it means to care. After processing the worksheet called “Feelings and Friendship” will be handed out and completed. Once completed the counselor will discuss and process the meaning of the worksheet and what the students got out of it. Play dough will then be handed out and students will be split in groups to make their own scenario to play with friends appropriately. This session will focus on a Behavior theory method because it’s focusing on an event and how the students responded.

**Homework/ Ownwork**: At the next session be able to discuss a situation where you handled difficulty with a peer.

**Group Stage and Emerging Issues:** The stage of the group will be in the early working stages.

**Session 2**

**Title:** Sharing/ Social skills

**Duration:**20 Minutes

**Brief Summary of Session:** Introduction Friendship game. Discuss homework and last session. Students will watch a youtube clip about sharing and showing positive social skills. The counselor will process with the group the video clip. Students will work on an age appropriate puzzle to work together as a team.

**Theoretical Orientation:** The primary theory used in this session is the Behavior Theory. This theory focuses on changing the behavior through processing through the action. Play therapy will be used secondary to initial positive social skills interaction between peers.

**Specific Group Technique:** The primary theory used in this session is the Behavior Theory. This theory focuses on changing the behavior through processing through the action. They will also use play therapy.

**Materials/ Media: http://www.youtube.com/watch?v=KxDTjRPmVNA&feature=related**

**Core ASCA Standard(s):**

A1.a Have primary obligation to the students who are treated with respect and dignity who are treated as unique individuals

A1.b. Are concerned with the educational, academic, career, personal and social need and encourages the maximum development of every student.

A1.c. Respect students values, beliefs, and cultural background, and do not impose the counselors’ personal values on the student or their families.

**Core State Academic Standard(s):**

EA1. Understand the expectation of the educational environment.

EA6. Use appropriate communication skills to ask for help when needed.

EA8. Work cooperatively in small and large groups towards a common goal.

**Objectives:** The student will increase in positive communication skill and peer relations. They will be able to express feelings in an appropriate manner. They will interact appropriately with peers and teacher within the classroom.The students will handle frustrating situations but expressing how they feel appropriately. They students will be able to cooperate and get along with peers during high intensity times such as recess and resource. Thestudent will improve verbally skills to express feelings and communicate appropriately by 20%. The student will be able to show appropriate peers relations especially during recess, lunch, and resource 4 out of 5 times.

**Assessments**: The counselor will look at the behavioral report of the student before and compare the after report. The counselor will also provide the student with a questionnaire to assess their own improvement of skills. The counselor will also provide observation test during the group session.

**Procedures/ Instructional Strategy:** The counselor will introduce the session and process homework from the last session. The students will participate in a feelings board game. This game addresses feelings and remembering a time they felt a certain way. With each response their game piece will move up a spot. The students will then watch a short clip <http://www.youtube.com/watch?v=KxDTjRPmVNA&feature=related>. The counselor will process with the students. With the time allotted the students will work together on a puzzle to promote team work.

**Homework/ Ownwork**: Continue to remember the social skills they have learned and come back to group to report about a time they shared this week.

**Group Stage and Emerging Issues:** The stage of the group will be in the early working stages.

**References**

<http://schoolcounselor.org/files/EthicalStandards2010.pdf>

<http://www.doe.virginia.gov/support/school_counseling/index.shtml>

[**http://www.youtube.com/watch?v=KxDTjRPmVNA&feature=related**](http://www.youtube.com/watch?v=KxDTjRPmVNA&feature=related)